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ABSTRACT

This six-part report is the result of a 1980-81 study by the Illinois Community College Trustees Association of the fundamental questions that underlie the common educational enterprise of the community college system. It seeks to provide community college trustees and state policy-makers with guidelines for governing and planning higher education in Illinois. After Part I introduces the report and identifies the members of the Committee on Policies for the 80's, Part II summarizes the eleven recommendations developed by the Committee. Part III provides background on the Illinois community college system, focusing on the birth and growth of the colleges and the Illinois master plan for higher education. It goes on to profile the colleges in terms of student demographics, programs and course offerings, and finances. Finally, this section enumerates the challenges the Committee saw emerging for the community colleges. Section IV presents in detail the recommendations of the Committee for dealing with these challenges. These recommendations concern community college mission, community needs, the open-door philosophy, governance, community development, higher education coordination, funding, interinstitutional cooperation, management practices, the protection of the basic nature of the community college, and public confidence. Section V presents conclusions, Section VI contains appendices providing supportive data, and Section VII offers a bibliography. (AYC)

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Policies for Tomorrow

Illinois Community Colleges in the 80's

A Report
of the

Illinois Community College Trustees Association
3085 Stevenson Drive
Springfield, Illinois 62703

1981

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I. Introduction

The Master Plan prepared by the Illinois Board of Higher Education 15 years ago envisioned a statewide public community college system locally governed and offering low cost education within driving distance of the home of every Illinois citizen. The system was to be open-door, offering instruction to all Illinoisans beyond secondary-school age. In addition, the system was to be comprehensive, offering baccalaureate oriented courses, vocational training programs, adult basic education classes, remedial education instruction and public service activities. Indeed, the master plan theme was that education is the most important thing we do as a society and that community colleges should exist to bring that education to all people who can benefit from it.

Today the vision and goals contained in that master plan have become a reality. As a result of the efforts of many, Illinois has a vigorous and varied community college system. Its hallmarks are a number of commuter campuses offering open-door, low-cost comprehensive educational opportunities and service for all Illinoisans.

The success of the community colleges in bringing education to millions of Illinois citizens is proof there is value in vision, hard work and planning. Yet, following a decade of birth in the 60's and a decade of development in the 70's, and as we enter the decade of the 80's, we cannot rest on the reality of the past and present educational successes of our community colleges.

To serve the citizens of Illinois in the future, it will be essential that those whose decisions affect the governance of Illinois public commmunity colleges understand what the system is and share a common view of what its mission, goals and future are. Therefore, the members of the Illinois Community College Trustees Association have spent the 1980-81 year studying the fundamental questions that underlie their common educational enterprise of the community colleges. During this study, the members of the association conducted a critical review of the assumptions underlying the system and sought to answer many questions which have been raised. What do we want to be? What strengths do we wish to emphasize? What weaknesses should be eliminated? The results of that study and our conclusions are given in this report.

Although the governance of each community college district is the responsibility of its locally elected board of trustees, these boards work in conjunction with two state coordinating boards and the legislative and executive branches of Illinois state government. Clearly, therefore, the members of the association responsible for this report cannot direct how the colleges are to be governed. It is, however, our belief that the discussions that have been held, and the results of those discussions contained herein, can serve as a reference for all those with governing responsibilities.

The quality of life in Illinois is dependent upon an educated citizenry and, therefore, the future of Illinois is tied directly to the success of the Illinois education systems. Continued success in the community college system will require commitment and understanding as well as vision and planning. Thus this report is prepared in an effort to provide guidelines and benchmarks for all public community

college trustees and state policy-makers as they engage in the difficult and delicate task of governing institutions of higher education and preparing for the future of Illinois.

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II. Summary of recommendations

The results of the work of the Illinois Community College Trustees Association's Policies for the 80's Committee are a set of policy recommendations to community college trustees and others whose decisions affect the governance of Illinois public community colleges. It is recommended that:

1. The comprehensive nature of the public community colleges in Illinois should be maintained and the mission and scope of the colleges, as outlined in the Board of Higher Education Master Plan Statements, should be retained.

2. Community colleges must seek out, study and assess the needs of their communities in order to respond in an appropriate manner.

3. The admissions policies of Illinois public community colleges should preserve the open door for all students.

4. The community colleges should remain locally governed and locally administered, with local

boards responsible for institutional control and state boards responsible for coordination.

5. Community colleges should be involved in providing educational leadership to serve as catalysts for stimulating the economic development of their communities.

6. The method of governing and coordinating higher education in Illinois, the "system of systems" operating under the Board of Higher Education, should continue.

7. Although many community colleges face a shortage of funds, the shared funding responsibility for community college operations, including revenues from students, local taxpayers and state taxpayers, is appropriate and should be maintained.

8. Cooperation and coordination of services between community colleges and local community-based agencies, educational institutions, units of local and state government, and business and industry must be encouraged and expanded.

9. Local community college boards must establish policies that provide for effective management practices and for the evaluation and refinement of those practices in their institutions.

10. The basic nature of the community college as an educational institution should not be weakened by over-diversification.

11. Community colleges must work to maintain the confidence of an informed public.

III. Community colleges in Illinois

A. THE BIRTH AND GROWTH OF ILLINOIS COMMUNITY COLLEGES

Higher education is an ancient and honorable undertaking steeped in tradition. One of the longest standing traditions of higher education has been that it was for the elite, the sons of the rich, and not for everyone. For centuries higher education was essentially vocational training for the upper classes and clergy. Although the first change in this tradition came with the establishment of the land-grant universities, the most significant and sweeping change in higher education came with the development of the community college.

This development is not ancient history, however, because the public junior college movement began only eighty years ago with the founding of Joliet Junior College in Illinois in 1901. Hindsight has demonstrated that the educational events occurring in that year were of historical importance not only because a different kind of educational institution was started, but because those events signaled the development of a broadening of educational opportunity for all citizens.

The father of this revolutionary and exciting educational development is recognized widely to be Dr. William Rainey

Harper, first president of the University of Chicago. Harper coined the phrase "junior college" and developed the concept of a separate college offering the first two years of college-level work in the home community of potential students. Fortunately for the citizens of Illinois, Dr. Harper met and influenced J. Stanley Brown, principal of Joliet Township High School.

Brown had a philosophical base upon which he could understand and implement Harper's ideas, a base which derived from Newton Bateman, State Superintendent of Public Instruction in Illinois. As long ago as 1871, Bateman said in a speech to the National Education Association: "To deny a high school and college education to the poor would perpetuate the barriers between the indigent and the affluent. Such a restriction seems to say to the children of the poor, this far, but no farther." With this philosophy and Harper's vision, Joliet Junior College became a reality; and by 1902 students were receiving credit for courses taken at the junior college from such universities as Chicago, Illinois, Michigan and others.

As this uniquely American educational idea began to spread across the country, Chicago began its own junior college program at Crane Technical High School in 1911 and four more junior colleges were developed in Illinois during the 1920's. The movement did not, however, grow rapidly beyond this start. The advent of the depression and financial difficulties and a lack of suitable legislation were primary factors in slowing the growth of the junior college movement in Illinois.

It was not until 1931 that Illinois passed its first junior-college law, a law that permitted the Chicago Board of Education to offer two years of college work beyond high

school. Later, in 1937, similar legislation was enacted for downstate districts. Separate financial support for junior colleges through special tax levies, however, was not possible until 1943. Thus, the six junior colleges in existence before 1930 operated without legal sanction or special funding. (See Appendices for historical development of the colleges).

After World War II, the industrial and commercial needs of a society switching from "guns to butter" dramatically changed the educational needs of the citizens and hence the growth pattern of Illinois junior colleges. The educational desires of returning veterans and the need for educated and skilled workers in business and industry provided a new impetus to junior college expansion.

Swamped with admission applications from returning veterans, and an inadequate number of facilities or staff, the University of Illinois in 1946 established several extension centers throughout the state. At these centers, students could receive their first two years of baccalaureate education. This drive by the University of Illinois therefore provided an excellent opportunity for several local school boards to offer advanced educational experiences to their citizens, particularly veterans, by adding junior colleges in their high-school facilities.

At the beginning of the decade of the 1950's there were 12 junior colleges operating in Illinois with a total headcount enrollment of 11,607 students. Standards and procedures for establishing junior colleges connected with local school districts were written into law in 1951, heralding increased state support for junior colleges; and by 1959 junior college districts were authorized to exist separate from a local school district and to charge tuition. As a result of this legislative

action there were 14 junior colleges serving 31,963 citizens by the end of the decade.

B. ILLINOIS MASTER PLAN

The lack of a coordinated, overall plan for post-secondary institutions in Illinois became apparent in the 1960's. To address this problem, the General Assembly established in 1961 a Board of Higher Education as a permanent coordinating and planning agency. The Board was mandated to prepare a "Master Plan" for Illinois higher education. Following lengthy study, the Illinois Board of Higher Education completed its "Master Plan for Higher Education in Illinois" in July, 1964. A major feature of the plan was a recommendation to place "two-year colleges clearly in the realm of higher education, provide them with a state board for planning and coordination, and provide sharp increases in state support for those meeting established standards."

The Master Plan provided the final leverage for the enactment of a comprehensive Public Junior College Act in 1965. This law, coupled with a growing population with diverse educational needs, brought about the creation of 20 new districts within six years (1965-1971).

From 1965 to the present, the growth of public junior colleges in Illinois has been explosive. Enrollments have soared from 52,518 students served in 1965 to a headcount enrollment of 359,047 in 1980. When all of the activities of a community college are considered, over one million Illinois citizens are served annually by their community colleges and over half of the enrollment in higher education is in the public community college system.

C. ILLINOIS COMMUNITY COLLEGES: THE PRESENT

Today Illinois maintains one of the largest, most comprehensive and respected community college systems in the nation. The state's thirty-nine community college districts currently cover approximately 90 per cent of the state's geographic area and their 52 colleges serve 95 per cent of the state's population. Through the system of locally-controlled and state-coordinated governance, Illinois public community colleges are offering top quality programs (as measured through the success of the transfers to four-year colleges and universities and through placement in jobs for which the students were trained) at a remarkably low cost. As of the Fall 1980, enrollment levels had reached over 359,000 headcount and over 173,700 full-time equivalent students. Indeed, over one-half of all students enrolled in higher education in Illinois are in community colleges.

1. Students

A view of the characteristics of community college students is enlightening. Community college students range in age from high school students to senior citizens. They are professionals and businessmen attending classes at night part-time. They are recent high school graduates attending during the day full-time. They are persons with doctoral degrees pursuing special interests and they are persons on welfare learning a basic skill or trade to obtain employment. In addition community college students represent a broad range of racial, ethnic, and cultural backgrounds. A look at student demographics proves there is no stereotype community college student.

Student demographics

DISTRIBUTION BY AGE

16 and Under	0.9%
17-20	31.6%
21-24	17.8%
25-30	18.0%
31-39	14.9%
40-55	10.6%
Over 55	6.1%
(Median age is 24.9)	

DISTRIBUTION BY MAJOR

Baccalaureate	28.7%
Occupational/Career	30.2%
Vocational Skills	3.6%
Remedial/Developmental	11.6%
General Studies	11.3%
Undeclared	14.6%

DISTRIBUTION BY SEX

Female	57.2%
Male	42.8%

DISTRIBUTION BY ETHNIC ORIGIN

White Non-Hispanic	73.3%
Black Non-Hispanic	17.2%
Hispanic	5.7%
Asian	2.6%
American Indian	1.2%

DISTRIBUTION BY CLASS LOAD

Full-Time	28.7%
Part-Time	71.3%

2. Programs and Course Offerings

The educational profession has long claimed to provide training to meet the needs of those who finance it and who are to be served by it, yet most curricula have remained virtually unchanged during a period when technology and social change make practices of only a few years ago obsolete. Community colleges are different. Most community college curricula are not even initiated unless there is a demonstrated current need by a defined group of people. As new needs arise, new programs are developed. As programs become obsolete they are phased out.

Community college programs are mandated by law to be comprehensive, to provide for the educational needs of Illinois citizens. They provide the first two years of baccalaureate education for those who plan to pursue a four year degree. They provide career education including occupational, vocational, technical, and semi-technical programs designed to provide job entry training and retraining to meet individual, local, and state manpower needs. They provide general studies including remedial, developmental and adult basic education as well as general education for those who wish to enrich or supplement their previous education. Also provided are community education and public service activities of an educational nature which are non-credit and non-state funded adult and continuing educational activities designed to meet individual interests or demonstrated needs.

Indeed the comprehensive nature of Illinois community colleges today is far different from the curriculum offered by Joliet Junior College at the turn of the century. The First Report of Joliet Township High School listed the courses offered in the college as follows:

Languages (Latin, German, French, Spanish)
Literature
Physics and Advanced Physics
Geology
Astronomy
Political Economy
Science of Government
Physiology

That brief array of courses was the total of their curricular offerings in 1903.

Today community colleges offer both two-year associate degrees and certificates of completion varying in duration from several concentrated weeks to one year. A total of 3,223 educational programs in 185 different program classifications is offered. The following chart summarizes these different educational programs offered and the enrollments in each.

COMMUNITY COLLEGE EDUCATIONAL PROGRAMS

Program	Number of Programs	Enrollment
Baccalaureate	573	103,143
Occupational	2,315	108,252
Development/Basic Skills	40	41,433
General Studies	192	40,665
Vocational Skills	54	12,834

A further breakdown of these five general areas shows the comprehensive nature of the community colleges and the services provided. A recent count of baccalaureate course offerings showed 15,000 separate course titles in existence. These courses range from Accounting Principles to Invertebrate Zoology, from Elementary Italian to Scientific Russian, from Fundamentals of Music to Abnormal Psychology with almost every other imaginable first and second year college course in between.

The occupational program is even more diverse than the baccalaureate transfer program. Occupational programs are offered within the broad categories of:

Agriculture and Natural Science
Business and Data Processing
Health Sciences and Nursing
Industrial Technology
Public Services

Agriculture and Natural Sciences include programs such as: Agriculture Business, Food Sanitation, Environmental Control and Horticulture. The Business and Data Processing area contains programs in Executive Secretary, Records Management, Accounting and Computer Programming. The area of Health Sciences and Nursing is represented by such programs as Radiologic Technology, Medical Lab Technology, Occupational Therapy and Associate Degree Nursing (RN). Industrial Technology has such diverse programs as Mechanical Technology, Electronics, Design Drafting and Apprentice Air Conditioning. Further, the Public Service field includes programs in Law Enforcement, Fire Science, and Child Care and Human Services.

In Agriculture and Natural Science alone, there are 36 distinct programs enrolling over 2,800 students. The Business and Data Processing career area has over 80 separate programs with over 16,000 students enrolled. Industrial Technology accounts for over 100 programs and slightly over 11,600 students. Overall, there are presently 295 different occupational programs offered in community colleges across the state. Since some programs are offered in all districts and most programs are available in more than one community college district, statewide there are 2,315 occupational programs provided for the citizens of Illinois. The breadth and depth of occupational programs are testimony to the comprehensive nature of Illinois community colleges.

A curricular area receiving considerable attention in the past few years has been Development/Basic Skills education. Viewed on a broad scale this area includes Adult Basic Education (ABE), Adult Secondary Education (GED), English as a Second Language (ESL), and Developmental or Basic Skills Education. These educational programs are aimed at those persons who, because of an educational or language deficiency, are not prepared for college level academic work. Many adults who have not completed elementary or secondary educations are enrolled in these programs. High school graduates deficient in certain basic skills such as writing, mathematics or reading also may be enrolled in Developmental or Basic Skills programs. Enrollments in these programs grew faster than in any other program category from 1979 to 1980.

The Vocational Skills and General Studies programs include short-term offerings appealing to adults who use their local community colleges. Vocational Skills programs, with the second largest growth rate since 1979, include refresher

courses and skill-oriented courses adding to students' immediate employability or to possible job advancement. General Studies programs include courses in personal development, intellectual and cultural studies, health, safety and environment, and community and civic development. These courses enroll large numbers of adults who take advantage of the community-education aspect of our comprehensive colleges.

In 80 years, the Illinois community college system has mushroomed from one college offering a handful of pre-baccalaureate courses to 39 districts with 52 colleges offering over 54,000 separate courses.

3. Finances

The financial picture of community colleges is quite different today than it was before a 1943 law allowed local districts to vote for a separate tax to finance their college, or after 1955, when the state allocated $100 for each student in attendance. Today funds accrue to the community colleges from four basic sources.

Cost per Studen

AUDITED REVENUES FOR ILLINOIS

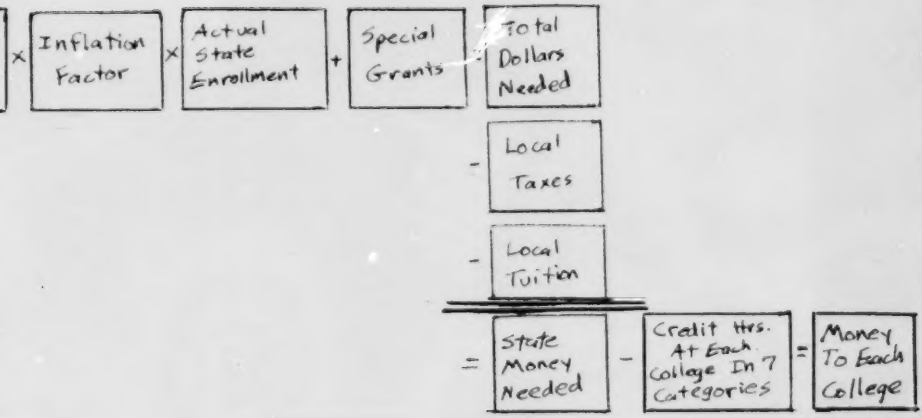
PUBLIC COMMUNITY COLLEGES

FY 1980

Source of Revenue	Percent of Total
State Funds	39
Local Taxes	37
Tuition and Fees	20
Federal and Other	4

One of these sources, state funding, depends upon many variables. Under a community college finance plan developed by the Board of Higher Education, state support is to fund the difference between the total resources required by community college districts for a fiscal year and the resources available to community college districts from local tax revenues, student tuition and fees, and other sources. Statutory formulas developed by the Board of Higher Education, the governor, and the General Assembly are then designed to distribute the state funds provided to community college districts in a manner responsive to the educational and fiscal characteristics of each district. The following simplified chart outlines the present community college funding formula.

Illinois funding formula



Regardless of funding-formula requirements, however, state funding for community colleges depends upon the financial resources available to the state. Presently, the poor economic situation in Illinois, as evidenced by relatively high unemployment and welfare rates, has decreased the state's ability and willingness to fund community colleges at required levels.

The other major sources of revenue, local taxes and student tuition, are also restricted in almost all parts of the state by the present economic conditions. For FY1981, tax rates averaged 20¢ per $100 of assessed valuation, while tuition had risen to an average of about $16.00 per credit hour. Meanwhile, the equalized assessed valuation for all districts combined appears to be growing only slightly.

Although local and state revenues appear to be increasing at only a small rate, operating costs are increasing significantly because of inflation. During the past four years, average net instructional unit costs have risen an average of over 8 per cent each year, or 35 per cent for the four-year period. In 1980 the net instructional unit cost was $65.89 compared with $48.84 in 1976.

Overall, the financial situation for Illinois community colleges is in a state of flux. While the system as a whole is financially sound, some colleges are suffering from large enrollment increases, low tax rates, a declining assessed valuation growth rate, inflation, spiraling tuition increases and inadequate state funding. The relatively weak economic condition of the state has inhibited the ability of local and state governments to maintain the necessary funding for the colleges. The present rush toward tax relief throughout the country presages reduction rather than growth in educa-

tional programs and services. Illinois community colleges and the students they serve are not immune from the consequences of this trend.

D. Emerging Challenges

There is no question that the Illinois community college system is sound. In many ways, including the funding mix between local and state efforts, the comprehensive educational offerings, and the large number of people served, Illinois is a model system. Nevertheless, as the system enters its eightieth year, there are emerging problems that must be met to insure the continued vitality and success of the system and its individual colleges.

Some of the problems are:

1. The need for clarification and commitment to the mission of the community college in the last two decades of the 1900's.

2. A definition of students to be served by the colleges and the meaning of the "open door".

3. The need to anticipate and plan for the pressures of declining resources, changing student mixes and interests, more competition for students and funds, and a lower priority for higher education within the many other interests and needs of society.

4. The increasing encroachment of state and federal agencies on local prerogatives and the continuing need for local control and leadership.

5. The impact of inflation, high energy costs and rising tuition costs on students and the colleges that serve them.

6. Inadequate funding for new program development, maintenance and operation of present facilities and construction of needed new facilities.

7. The challenges to the concept of comprehensive community colleges serving a broad spectrum of local community educational needs.

8. The need for cooperation and coordination of services between service agencies, educational institutions and business and industry at the state and local level.

9. The need to provide educational and job development opportunities for the disadvantaged in view of the changing and complex nature of society.

This list of emerging problems, many of which already confront Illinois community colleges, is by no means exhaustive. Yet it is a formidable group of concerns that must be addressed. These problems can and will be solved. The tradition and commitment of the thousands of Illinois citizens interested in community colleges will see to their solution.

IV. Recommendations

recommendation 1:

The comprehensive nature of the public community colleges in Illinois should be maintained. The mission and scope of the colleges, as outlined in the Board of Higher Education Master Plan Statements, should be retained.

The social and economic well-being of individuals and society is dependent upon education. Our rapidly changing technological society has made education even more important to prepare people to function effectively. Yet the educational needs of individuals in society differ. Some persons

need to receive technical and semi-technical education, some need to gain training to enter a specific job market, others need to gain new job skills or retraining to meet changing job needs. Certain people need programs to make up academic deficiencies. Many people seek to have their lives enriched through educational courses.

Whether a person is seeking to enter a vocational or technical program, a baccalaureate program, or an adult basic education program, the state of Illinois is benefited if such educational opportunities are available. If an individual is bound to his home community by job or family ties, there is no value to him if an educational program needed is available 250 miles away. If education is to provide productive citizens for an ever-changing and ever-growing state, all citizens in Illinois must be able to reap the benefits of that education. Thus the community colleges in Illinois should continue to provide a broad base of educational opportunities for area citizens. Any lessening of the comprehensive nature of the community college would be unwise and unjustified.

The comprehensive nature of the public community colleges has been studied in depth by the Illinois Board of Higher Education. In A Master Plan for Postsecondary Education in Illinois, 1976, the Board of Higher Education outlined six major missions for the community colleges in Illinois and further delineated the scope of those missions.

As a result of statutory charges, and the developed policies and practices of local governing and State coordinating boards, several distinct missions are identifiable for all community colleges that together define their purposes. The circumstances and requirements of each community college district may require more emphasis on certain missions than others.

These missions, and their respective scopes further delineating the role of the community colleges, are as follows:

a. Mission: Provide the first two years of baccalaureate education programs. Scope: Such programs shall include courses in liberal arts, sciences, and preprofessional fields designed to prepare students for transfer to four-year colleges and universities and to meet individual educational goals. These lower-division courses or programs shall be designed to articulate with public senior institutions. Wherever possible, the baccalaureate program shall articulate with the private senior institutions of the State.

b. Mission: Provide career education programs. Scope: These programs shall be in occupational, vocational, technical, and semi-technical fields designed to provide job training, retraining, and upgrading of skills to meet individual, local and State manpower needs. These programs shall lead to the awarding of an associate degree or certificate. The programs containing work experiences shall be based upon concurrent or previously related instruction. Efforts should be made to articulate programs with a specific area of employment. Programs leading to licensure must be articulated with the appropriate agency or organization.

c. Mission: Provide general studies programs. Scope: These programs shall include preparatory or developmental instruction, adult basic education, and general education designed to meet individual educational goals.

d. Mission: Provide community education programs. Scope: These programs shall include non-credit adult continuing education classes which may be avocational, or of general interest to the constituency, usually within a modified course structure.

e. Mission: Provide public service activities of an educational nature. Scope: Public service includes activities which are frequently outside the normal course structure of the college. These activities may include workshops, seminars, forums, cultural enrichment, community surveys, facility usage, and studies designed to meet community service needs. Caution should be exerted to avoid duplicating or assuming responsibility that falls within the scope of other institutions, agencies, or organizations. The primary thrust of the public service activity should be toward the adult population. Coordinated activity with other organizations is encouraged.

f. Mission: Provide student support services. Scope: These services and programs are designed to meet student needs including but not limited to general institutional and learning resource services, admissions, counseling, testing, tutoring, placement, and special assistance for disadvantaged students.

This broad range of curricular choices insures the strength and vitality of each local community college by making it a place where the interaction of diverse faculty and student populations create a complete educational experience offering choice and specialization. It also allows local institu-

tions within the Illinois community college system to respond to local needs. In response to such needs, some colleges have emphasized transfer education. Other colleges place increased emphasis on vocational or adult basic educational offerings. The ability to balance instructional programs under the umbrella of a comprehensive curriculum has contributed greatly to the strength of the public community colleges in Illinois and their ability to serve the needs of individual citizens.

The curriculum balance that is right for one area of Illinois is not necessarily the one that is right for another. Thus, the comprehensive nature of the overall curriculum offered by the college is a necessary and important factor in insuring that the college responds to student need and choice concerns and that it has the ability to provide offerings that are needed in its locale.

recommendation 2:

Community colleges must seek out, study and assess the needs of their communities in order to respond in an appropriate manner.

Community colleges must remain close to their communities in order to perform their mission. They must learn and continuously relearn the educational needs of their constituents, in order that they can respond to them. Developing an educational curriculum to meet institutional, faculty, board, or administrator needs is not appropriate. Instead colleges must determine their citizens' educational needs and then determine how best those needs can be met.

Methods must be established to find answers to the questions of who will be enrolling, for what purpose, at what location, and at what time. Needs-analysis surveys, social-indicators surveys, opinion polls, and broadly based advisory committees are useful tools in helping to build a curriculum based on citizen needs. With citizen opinions

colleges can determine if more courses should be offered on weekends, during late evening hours or early morning times. A college can determine if more courses should be offered in shopping centers, senior-citizen centers, downtown locations, factories, or other similar locations. It is doubtful that in the decade ahead citizen needs can be served only at one central location and during traditional times of 8 to 5 Monday through Friday.

Because of changing occupational needs and technology, our community colleges cannot rest on what is presently being done. Thus close contacts with local governmental, industrial, commercial and educational institutions will be required. Input from employers on a continuing basis is essential to learn if the college is appropriately preparing students to meet community needs.

A major part of this effort is institutional research. Community colleges should spend the funds necessary to maintain detailed quantitative information about population, occupation, course trends and other data relevant to the college. These data are vitally needed for planning the future of individual colleges. Through such data, colleges can remain alert to changes in trends and can anticipate and be prepared to cope with such change in an intelligent and enlightened manner. For such research and data to be productive, however, the community college boards and staff must be prepared to use the data in making decisions affecting the direction of the college.

recommendation 3:

The admissions policies of Illinois public community colleges should preserve the open-door for all students.

Those responsible for guidance of the public community colleges realize that the very strength and fiber of their colleges depend on their accessibilty for all Illinoisans. In fact, one of the fundamental reasons for the development of the community colleges was to make postsecondary education available to all citizens of the state. This goal continues to be of overriding importance.

The community colleges serve the young and old, the rich and poor, black and white, top scholars and less academically able. They welcome new high school graduates and persons without high school degrees. Community colleges have served those seeking continued higher education and those seeking degrees, certificates and courses that will assist them in the world of work. Our students come from all ages and

from all backgrounds, all abilities, and with a wide variety of personal goals. None of the groups traditionally served has indicated its desire to be excluded from the educational services of the community college. Indeed the Illinois community colleges must be committed to using all learning resources in the community to assist the students in accomplishing learning objectives, recognizing that students may differ in their rates of learning, but not necessarily in their ability to learn.

In providing these services to all who seek them, the community colleges have paid dividends for all citizens of Illinois. Illinois Community College Board studies show that community college students have enhanced earning abilities, increased taxpaying ability and thus they quicken the economic activity in the communities in which they live. All Illinois community colleges and state policy-makers should reaffirm, therefore, their commitment to the open-door concept of admissions, thus benefiting individual citizens and the society in which they live.

Maintaining an open-door admissions policy, however, brings with it certain responsibilities that must be accepted by community college boards, administrators and faculty. Quality cannot be sacrificed to adhere to an open-admissions concept. In fact, the commitment to serve a diverse student population carries with it a need to ensure that the institution is prepared to deal with different students in the ways that most successfully serve those students. The task ahead is to design programs that facilitate many kinds of student development and accomplishments.

One type of student that must be properly served if the open-door policy of the community colleges is to have meaning is the person with inadequate basic skills. Growing num-

bers of students of all ages are entering college lacking the necessary computation, writing, speaking and reading skills necessary to complete successfully a course of study. The increasing numbers of adults who are seeking re-entry to education, the increasing number of high school students who are graduating with inadequate basic skills, the demands of business and industry for literate workers, and the necessity of retraining individuals to meet shifting manpower demands indicate that the trend will be for increased remedial education services in the community colleges.

Maintenance of quality programs will not allow for these students to be enrolled and passed in educational courses if they are not learning. Yet if these students are not properly assisted, they will have little chance of success. Such programs would be a cruel hoax played on under-prepared persons who are admitted without assistance because of an open-door policy.

Remedial assistance for these students requires a well-planned, well-financed developmental program, with a committed and qualified staff. Such programs can include tutoring, math, writing, and reading laboratories; learning skill centers; individualized learning; small classes; and computer assisted instruction.

A high quality comprehensive community college with a true open-door policy will have a balance of programs that also requires serving students who are high-achievers. Thus there should be enriched programs to serve these persons.

Properly serving the diverse student population brought about by the open-door policy and the comprehensive nature of the community college requires that counseling be an integral part of the education program. Under-achievers and

high-achievers, day and evening students, part-time and full-time students, and students of all ages must have access to quality, student-oriented counselors. These counselors must provide assistance to students to find the classes or curriculum where the student has the background, skills and interest for success. To this end, incentives should be developed for local districts to provide assessment of students upon entrance and on a regular basis. Basic skills testing should be instituted for all entering students and assessment of competency prior to granting degrees for final certification is desirable.

The open-door policy also means that students of low income should not be denied access to education. Higher education is no longer only for the rich. Thus every effort must be made to maintain state and local policies that encourage community college tuitions to remain low both for part-time and full-time students. It is important for state policy-makers to realize that tuition reflects only part of a student's cost of education. In times of great inflation, housing costs and transportation costs often make up the major portion of the student's college costs. Therefore, state policy should not discourage students who need to work while attending school. Policies that discriminate against part-time students in the awarding of scholarships and other educational incentives should be eliminated.

An open-door policy is not of value if the educational programs of the college are not accessible to the student. Thus, local colleges must make every effort to bring programs and teachers to the students where possible. But there are many courses that require specialized equipment in a central location. Thus state policies should be eliminated when they prohibit development of housing on local community college

campuses where it is desirable because of the geographic size of the district and the lack of public transportation.

Accessibility to educational programs must be considered by local boards when inter-institutional cooperative agreements are established. Flexibility in interpreting such cooperative agreemens is important so that students are not required to travel many extra miles to attend an educational program in a distant district with which the student's resident district has an agreement. Although local boards always should be alert to opportunities for cooperative agreements with neighboring districts, their convenience for students must be considered first. Some have argued that the inter-district chargeback raises barriers to attendance by some students. A study should be conducted to determine if a phase-out of the inter-district chargeback is appropriate.

Although community colleges have served groups that have not been served by higher education in the past, much remains to be done. It is important to develop the full potential of groups such as minorities, new American citizens, senior citizens, technologically dispossessed workers, women seeking to return to the work force, persons without high school diplomas, and the handicapped. An open-door admissions policy indeed carries great responsibilities for community colleges. The community colleges, however, cannot waiver from their commitment to serve the educational needs of all citizens.

recommendation 4:

The community colleges should remain locally governed and locally administered, with local boards responsible for institutional control and state boards responsible for coordination.

One of the strengths of the Illinois public community colleges is their governance structure. In each district, a local board of trustees is responsible for the governance of the institution. In 37 districts these trustees are locally elected. This system has served the state well and has allowed the development of one of the finest community college systems in the United States. This system of governance should be retained.

To maintain the existing system of local governance, however, it is necessary that local boards exercise their duties responsibly. The responsible exercise of local preroga-

tives in the area of tax levies is also necessary. To maintain local control, boards must continue to operate in a fiscally responsible manner.

Local board members must vote with objectivity, representing all of the people of the district, when acting on community college matters. In addition, efforts must be made for boards to work together with harmony and understanding, with mutual respect shown for the opinions of other board members. Divided boards, constantly split over key decisions, have an adverse effect on institutions and their communities.

If local control of the community colleges is to continue, efforts must be strengthened to continue the tradition of Illinois community college board members being knowledgeable, creative and committed citizens. Such boards will seek to be well-informed by the president of the college on educational programs of the community colleges. In addition, such boards will want to conduct an orientation program for new trustees so they can become as effective as possible in the shortest time. Periodic evaluations of the board and its actions also should be conducted. Such actions can only strengthen the concept that the local community colleges should remain locally governed.

Another area that must be addressed by local communities seeking to retain local control over college boards is the cultivation and encouragement of candidates for local boards of trustees. The quality and effectiveness of local boards clearly rest on the quality of candidates for such boards. While this is not to suggest that the board of trustees should in any way become actively involved in campaigning for or against various board candidates, it is a suggestion that local boards do have a responsibility to see that their institution

is well understood and valued by the local community, so that members of the community seek to become involved in college governance in a meaningful and positive way.

It is only through local boards of trustees, responsible for the institution, that the community colleges can remain close enough to their constituencies to respond to their needs as community colleges should.

recommendation 5:

Community colleges should be involved in providing educational leadership to serve as catalysts for stimulating the economic development of their communities.

Illinois has long had a strong, varied and highly productive economy. Its mixture of manufacturing, commercial, transportation, agricultural and service sectors has made it a leading state in the economy of the nation. Such a strong economy has helped to provide the revenues to support the vital educational system which also has made Illinois a leading state in its quality of life.

Unfortunately, certain trends began in the 1970's that have weakened the Illinois economy overall and that have had severe negative effects on certain local communities. These trends include the lure of the Sun-Belt states, inflation and economic stagnation at the national level and state

regulatory and statutory changes that have not been favorable to corporate enterprises engaged in manufacturing and commerce. Additionally, the preeminence of the Chicago area in the transportation industry, particularly railroading, is declining. Thus, a decision to locate there is less vital. Clearly this situation, if unchecked, will result in a further weakening of the Illinois economy, continued reduction in the number of jobs available to Illinois citizens, and deterioration in the quality and quantity of educational services provided.

In spite of these trends, a major segment of the Illinois economy, agriculture, supplies products that are increasingly needed by the world community. Additionally, the wealth of coal under Illinois suggests opportunities for reinvigoration of an entire industry and region. Although the industrial base in the state has declined as plants have closed and moved, Illinois remains one of the most productive societies in the world. On this base, people dedicated to economic renewal can build an exciting future.

The community colleges must be part of that future. As educational institutions, with a wealth of technical and vocational expertise, the colleges should be in the forefront of statewide and local efforts to stimulate the economy and to enhance employment opportunities. It is essential that local colleges plan for involvement in economic development and seek ways to cooperate with those public agencies and private employers seeking assistance.

The community colleges are uniquely structured to respond to the needs of new and expanding industrial concerns in the areas of technical advice and worker training. The flexibility and responsiveness of community colleges in the area of training makes them vital partners to any seeking to enhance local economies through the development of a strong,

skilled labor force. To remain a leading force in this area, it is necessary for colleges not only to be involved in the recruitment of employers but also to be involved in the development of technologies for new industries. The colleges must commit resources to updating vocational training of their own faculty members and must find successful ways to acquire and use the expensive instruments of technology necessary for training workers.

Through a successful faculty and resource development program and through an ongoing and concerted effort to work with persons seeking to develop local economies, the community colleges can be successful and necessary partners in the improvement of the Illinois economy. To do anything less is to shirk a significant responsibility that awaits the community colleges in the 1980's.

recommendation 6:

The method of governing and coordinating higher education in Illinois, the "system of systems" operating under the Board of Higher Education, should continue.

The present structure of public higher-education governance in Illinois is the result of continual conflict and compromise between advocates of state control and proponents of institutional autonomy. Numerous forms of education governance and control in Illinois have been recommended and tried over the past 100 years, usually resulting from political power, the climate of opinion or the economic and demographic environment. Yet the Illinois structure of higher-education governance during the past 20 years has nurtured the development of a strong and diverse higher-education community in the state.

This structure of governance is unique to Illinois and is referred to as the "system of systems". It is headed by the Illinois Board of Higher Education, which is a coordinating board responsible to the governor and General Assembly and charged to handle budget recommendations, long-range planning and new program approval. The Board of Higher Education acts on these matters on the basis of recommendations from four governing boards and one other coordinating board. The four governing boards are the trustees of the University of Illinois, with governing authority over the Champaign-Urbana campus, the Chicago Circle Campus and the Medical Center in Chicago; the trustees of Southern Illinois University, with authority over the Carbondale campus, the Edwardsville campus, and the Medical School in Springfield; the Board of Regents, with authority over Illinois State University, Northern Illinois University, and Sangamon State University; and the Board of Governors, with authority over Chicago State University, Eastern Illinois University, Western Illinois University, Northeastern Illinois University, and Governors State University. The coordinating board that makes recommendations to the Illinois Board of Higher Education is the Illiois Community College Board, which coordinates and plans for the 39 locally governed community college districts.

The decade of the 1980's will be marked by lessened financial resources and by a possibly declining state population. This climate of scarcity may generate unhealthy competition and duplication of programs as institutions seek to expand into the student populations normally served by other existing institutions. There is danger that senior universities and private colleges may seek to serve student populations traditionally served by the public community colleges.

Situations such as this suggest the need for fair, responsible coordination at the state level to protect the missions of each segment of higher education. It is in the best interests of the state to see that one segment of higher education does not profit at the expense of others and to maintain the diversity of the current system of systems. Thus, although the system of systems may be cumbersome, it represents a balance between state control and institutional autonomy and should be continued.

As a key component of this system, the Illinois Community College Board has important roles to play, both in coordination of efforts among community colleges and in being the official advocate of community colleges within the higher-education system. Yet it is important that the difference between coordination and mandating is clearly understood by the Illinois Community College Board, as well as by the Illinois Board of Higher Education, the legislature and the governor. Too often in the past, local colleges have been told to carry out programs but have not been given the financial resources necessary to fund the programs. The state must stop mandating programs unless it is willing to provide the funds to carry them out.

State higher-education leadership can be very helpful to the local colleges in the area of establishing closer coordination and cooperation with other state agencies. Many state agencies outside the realm of the system of systems are now involved in some way with all or some of the community colleges. Yet the practices of some state agencies often have a negative effect on the local community colleges. Assistance in dealing with these problems requires a coordinated effective advocacy voice at the state level from the Illinois Board of Higher Education and the Illinois Community College Board.

Working together with the local colleges, these higher-education agencies can assist in calling for periodic reviews to see that certain state agencies affecting community college services are truly serving the goals for which they were established. One agency that has had a strong effect on community colleges in the state is the Illinois Capital Development Board. A coordinated statewide look at the failures and successes of the Capital Development Board in the community college and in other educational sectors should be undertaken by a task force in the hope that improved methods of operations will be developed.

recommendation 7:

Although many community colleges face a shortage of funds, the shared funding responsibility for community college operations, including revenues from students, local taxpayers and state taxpayers, is appropriate and should be maintained.

The current funding system for the community colleges places the burden of the cost on three groups: students, local taxpayers and state taxpayers. The sharing of the burden is appropriate because each of these groups receives benefits from the operation of the community colleges. Follow-up studies have clearly shown that students have higher rates of employment and a higher rate of earning after matriculation at community colleges. Economic-impact studies have indicated that the expenditures made by com-

munity colleges in the local districts have a positive and multiplied effect in the local economy. The economic impact of community colleges on local communities is evidenced by factors such as: college-related local business volume, expansion of local banks' credit base, and the number of local jobs attributable to the presence of the college. Studies aimed at determining the prospects for improving the state's economy show that the ready availability of technical training and an educated work force are important factors that are assessed by outside firms considering coming into the state.

It is clear, however, that there are limits to the support that can be expected from tuition, local taxes and state appropriations. There are growing pressures on each of these forms of revenue. Yet the strength of local control over community colleges would probably be affected by significant reductions in local revenues. Conversely, state tax limitations would have an adverse effect on revenue equity. Substantial tuition-rate increases would no doubt have an adverse effect on the accessibility of community college education. Thus, the philosophical base of shared community college funding must be maintained. Nevertheless, it will be necessary for community colleges to expand efforts aimed at developing alternative sources of local taxes. In addition, community colleges should expect those charged with collecting and distributing taxes to improve the methods used in these processes.

The community colleges would be wise to develop plans for obtaining additional money from sources outside the three traditional sources of revenue. Although overreliance on outside grants can be damaging to an institution's integrity and although the amount of federal grants available will decrease in the coming years, there are other sources

of funds that should be explored. Colleges would be well advised to study the desirability of undertaking fund-development operations and encouraging expansion of college foundations. Private fund raising, particularly if federal tax laws are changed to encourage private donations, can be an increasingly important source of college money.

The community college funding formula used to recommend state appropriation levels to the General Assembly and the governor should continue to receive close scrutiny during the coming years. The present formula is an accurate device to measure the real fiscal needs of the colleges. However, when state appropriations are not as high as the amount of money needed using the formula, problems occur. Thus the current formula is weak in the area of resource allocation and it may not work well in the coming era of scarce funding.

Adequate revenues to provide for the important educational missions of the community colleges will be one of the primary problems of the 1980's to be met. Local community college boards will be faced with different problems than were faced during the development of the colleges. In order to increase local and state support for increased revenues to the community colleges, local boards must work to build the image, quality and integrity of the colleges so that legislators and local citizens will have respect for community college education programs and services and will recognize their value to the local communities and the state.

recommendation 8:

Cooperation and coordination of services between community colleges and local community-based agencies, educational institutions, units of local government, and business and industry must be encouraged and expanded.

The community colleges have responded to the needs of the people of their areas by developing curricular offerings, class schedules, class locations and educational services in flexible, responsive ways that meet the needs of their constituents. Community colleges have developed substantial part-time enrollments, significant night and weekend enrollments, and extensive off-campus offerings that make the community colleges the college of convenience for students. These course-delivery systems, coupled with the use of new instructional-delivery systems, are areas in which the com-

munity colleges have shown leadership. Other institutions facing a loss of enrollment should not seek to co-opt those educational populations that are traditionally served by community colleges. At the same time, close coordination with other institutions is necessary to insure that competition does not mean duplication in the educational offerings in a geographic area.

In an era of tightening resources, local colleges will have to develop cooperative programs. The community colleges are in an ideal position to lead in broad community-needs studies, to analyze how those needs can be met, and to act in developing cooperative programs with private and public secondary schools, vocational schools, colleges and universities which will best serve student needs.

To lead in establishing successful cooperative efforts, local board members, administrators and staff must become knowledgeable concerning the mission and objectives of other segments of education. Without this knowledge, competition and duplication are inevitable. Thus community college leaders should strive to initiate discussions and establish contacts with local education leaders.

The duplication of instructional services in local areas and regions is not desireable and should be discouraged. Those who provide coordination at the state level should protect the mission and scope of each segment of higher education. In addition, those who provide coordination at the state level should attempt to develop relationships with public agencies and private organizations which encourage cooperation.

One device that is very useful in preventing unnecessary and expensive duplication is the consortium. Successful consortia are already operating in Illinois in response to local

needs and situations. It is desirable that those providing statewide coordination make educational consortium development possible through the regulations which they pass and that state coordinators make consortium development desirable through the encouragement provided by incentive grants.

Additional state policies should be developed that encourage institutions to share their facilities so that overbuilding is avoided. The state should encourage statewide and regional centers that involve both educational institutions and the private sector in undertakings to deal with major state problems.

State funding efforts should be continued in support of the sharing of library resources. As institutional budgets become tighter, it is desirable that the state provide funding and encouragement to make possible sharing in other areas as well. Computer resources are an area in which such sharing may prove to be cost-effective.

One test in program approval should be the efficiency and effectiveness of the programs being proposed. For example, the development of training programs in private industry using resources of public institutions should be encouraged. Cooperation with business and industry will help bridge the gap between education and the world of work. A mutual exchange of expertise, people, materials, and other resources will strengthen the bond between community colleges and the private sector.

It is in the best interest of the students in Illinois higher-education to make sure that articulation problems between community colleges and senior universities do no prevent students from having choice and access in the selection of their place of enrollment.

Additionally, community colleges should develop close relationships with local and county governments to learn the areas in which community colleges may serve those units of government through training, sharing of facilities and services.

It appears that the 1980's will be a time of diminished resources not only for community colleges and higher education, but for all areas of government. Therefore, increased cooperation and lessened duplication of effort will benefit all. Cooperative arrangements which are substantive and stable can provide long-term benefits to the cooperating institutions and their local communities.

recommendation 9:

Local community college boards must establish policies that provide for effective management practices and for the evaluation and refinement of those practices in their institutions.

Trustees have an ongoing responsiblity to see that their board policies are clear and fair and that their administration carries out these policies in an evenhanded and appropriate manner. The local board must provide leadership and direction to ensure effective management practices within Illinois community colleges. By far the greatest portion of every college budget is devoted to salaries and wages for employees. Thus, the management of this important resource becomes a primary concern for policy-makers.

Community colleges need to continue to study the cost effectiveness of our colleges and to stress this to the public and to the state.

The creative use of human resources will help solve many of the problems facing our community colleges in the coming era. In the faculty area, the policy-makers must be cognizant of two major concerns: 1) the aging of the faculty; and 2) the competence of the faculty.

The majority of community college faculty members in Illinois were hired during the initial ten years of growth after the passage of the Community College Act. A great number of those faculty members were young teachers at the early stages of their teaching careers. As growth slowed, opportunities for faculty members to advance and move to other colleges have lessened. The result has been a lack of mobility among staff members. The faculties of Illinois community colleges are aging. Although the mature teacher is often the best teacher, there is a danger that faculty members may fail to keep current with the many changes in their fields. In addition, there is the danger that a faculty member may become "burned out" and thus lose the zest and edge that originally made him a very good teacher. This will become an increasing problem for colleges and policy-makers must devise ways to improve the situation. The use of part-time faculty members is one way to inject the newly trained persons into the school staff, but this device carries with it the danger that the college will not retain an adequate full-time faculty to provide the depth and breadth of expertise needed in an institution of higher education.

The lure of part-time faculty members is great also because they are available at less cost than full-time members of the faculty. Balancing the need to keep current and fund programs inexpensively with the need to maintain an experienced full-time staff is a delicate task.

As educational institutions offering instruction in fields that change rapidly, particularly in technical areas, colleges

have the responsiblity for ongoing education of their faculty members. It is necessary to ensure that faculty learning does not stop when faculty tenure begins. While keeping faculty members current or retraining faculty members to teach in new areas will require a commitment of funds, in the long run, failing to fund such programs will prove very costly to the institutions.

Development of an administrative team is important to the success of a community college. Staff-development efforts that focus on administrator development should also be a high priority for our community colleges. Administrators at all levels should be encouraged to learn new planning and operating procedures that will strengthen the institution in the decades ahead.

The stability of multi-million dollar undertakings such as community colleges is, in part, dependent on a firm and steadying hand at the helm. Policy-makers have the responsibility to support presidents when those presidents are fulfilling the mandates of the board and to see that adversarial conditions do not develop unnecessarily. In addition, board members have the responsiblity for ensuring that presidents understand what they are to do. The coming scarceness of resources and lessening in enrollments will create trying times for institutions and presidents are likely to feel the pressure from more places than anyone else in the institution. It is therefore very important that boards develop good methods of communication with their chief executive officers, provide meaningful and timely evaluation of those persons and offer them support as they carry out their difficult tasks.

In the area of overall personnel administration in matters such as collective bargaining, it is best that decision-

making remain at the local level in the hands of the local board of trustees. To protect this prerogative, boards must be informed and prepared in matters such as collective bargaining.

recommendation 10:

The basic nature of the community college as an educational institution should not be weakened by over-diversification.

Clearly community colleges are educational institutions. Fulfilling the role of a comprehensive open-door college is a major undertaking and one that places a full demand on all resources available to the college. In the 1980's the colleges will have limited resources. These resources need to be used judiciously if the community colleges are to successfully fulfill their comprehensive educational mission.

As the colleges have grown and been successful in their major field of endeavor, various groups in various communities have asked community colleges to perform functions that may not be easily identifiable as the work of an educational institution. Unmet needs in local communities have often caused people to ask the community college to step in to provide solutions. Although community colleges must be

responsive to local needs and concerns, they must guard against diluting their commitment to their major mission, education.

The effect of available federal and state grants on educational institutions cannot be ignored. It is necessary for the colleges to understand their mission clearly before becoming involved in programs suggested by outsiders with money to underwrite those programs. In short, the colleges should not become so dependent on programs generated from the outside that they dilute their resources or become overcommitted to a series of such programs.

Thus master plans at the state level and at the local level must take note of the essential missions of the colleges and should discourage widespread involvement in undertakings that do not fit within the educational mandates of the colleges. This is necessary so that the basic core of educational services is not diluted by noneducational activities.

recommendation 11:

Community colleges must work to maintain the confidence of an informed public.

Any unit of government that performs a function that is not understood or approved by the taxpayers is in trouble. It is therefore the duty of those with governing responsibility to ensure that they are performing the work that the public wants done and to ensure that the public understands what work they are doing.

Therefore, those with governing responsibility must ensure that their college is involved in a continuing program of public information and public liaison that enhances community understanding of the college role and that supplies information about opportunities at the college to potential students. An impressive trend is that many institutions are recognizing the importance of keeping the public informed and using professional approaches and staff to build public understanding and support.

Such an ongoing system of public information requires the active involvement of many in the college community. With board and administrative leadership and with staffing

and budget that are appropriate for each college, public relations efforts are an important element in the success of the institution.

It is particularly important that the college make its story known to those who can benefit from the services and programs offered by the college. College districts seeking to improve recruitment and retention of students must be sensitive to this matter to fully inform potential students and those responsible for counseling potential students about the programs community colleges offer. As colleges study their communities' needs and plan curricular offerings, they must coordinate these activities with an adequate program to inform the public.

An informed public will have confidence in their local community colleges. The mission and goals of each college should be articulated to its various publics. Community college successes must not go unheralded. The public should be involved in the activities of the college to become knowledgeable about the college and to utilize the educational programs and services offered by the community college.

V. Conclusion

We have examined the basic premises of community college education. We have studied the problems facing our undertaking and we have deliberated fundamental questions concerning the future of our system and our local colleges. We conclude that the community college enterprise is strong and growing, that its basic purposes are good, and that the challenges offered by the future have solutions that are both possible and desirable. The basic structure and purposes of the community college system are a strong foundation for continued success during the next decade. Radical change and redefinition are not necessary. There is still the basic need for education that elicited the development and growth of community colleges over the past 80 years. There is a job to do and the Illinois community colleges are successfully doing it.

What is needed during the coming 10 years is a renewed commitment to the purposes and goals for which the community colleges were founded. Therefore, we call for a strengthening of existing goals and methods of operation. Our study has shown us that community colleges will be of service to more people than any other kind of higher education, helping them to cope with the far-reaching changes in our lives and in our society.

Those with responsibility for governance, administration, and teaching in the community colleges, exercising common sense, good judgment and clear thinking, can guide

our institutions through the next 10 years with the sure knowledge that our undertaking is worthwhile and that the results of our labors are truly significant improvements in the well-being of our fellow citizens.

VI. Appendices

Appendix A

ILLINOIS COMMUNITY (JUNIOR) COLLEGE DEVELOPMENT 1901-1974

College – Location – Date Established

1. Joliet Junior College - Joliet - 1901
2. Chicago Junior College (Crane) - Chicago - 1911
   (Became City Colleges of Chicago - 1966)
3. LaSalle-Peru-Oglesby (LPO) Junior College LaSalle - 1924
   (Became Illinois Valley Community College - 1966)
4. Morton Junior College - Cicero - 1924
5. Thornton Junior College - Harvey - 1927
6. Lyons Township Junior College - LaGrange - 1929
   (Annexed to College of DuPage - 1967)
7. Centralia Junior College - Centralia - 1940
   (Became Kaskaskia College - 1966)
8. Belleville Junior College - Belleville - 1946
9. Moline Junior College - Moline - 1946
   (Became Black Hawk College - 1966)
10. Evanston Junior College - Evanston - 1946 (closed in 19[illegible]2)
11. Danville Junior College - Danville - 1949
12. Elgin Junior College - Elgin - 1949
13. Mt. Vernon Junior College - Mt. Vernon - 1955
    (Became Rend Lake College - 1966)
14. Bloom Junior College - Chicago Heights - 1957
    (Became Prairie State College - 1966)

15. Canton Junior College - Canton - 1959
(Became Spoon River College - 1968)

16. Wabash Valley College - Mt. Carmel - 1960
(Annexed to Illinois Eastern Community College - 1969)

17. Southeastern Illinois College - Harrisburg - 1960

18. Freeport Junior College - Freeport - 1961
(Became Highland College - 1966)

19. Olney Junior College - Olney - 1962
(Became Illinois Eastern Community College - 1967)

20. Triton College - River Grove - 1964

21. Rock Valley College - Rockford - 1964

22. William Rainey Harper College - Palatine - 1965

23. Sauk Valley College - Dixon - 1965

24. College of DuPage - Glen Ellyn - 1965

25. Parkland College - Champaign - 1966

26. Illinois Central College - East Peoria - 1966

27. Waubonsee Community College - Sugar Grove - 1966

28. Lake Land College - Mattoon - 1966

29. Carl Sandburg College - Galesburg - 1966

30. Kankakee Community College - Kankakee - 1966

31. Kishwaukee College - Malta - 1967

32. Moraine Valley Community College - Palos Hills - 1967

33. Lincoln Land Community College - Springfield - 1967

34. McHenry County College - McHenry - 1967

35. John A. Logan College - Carterville - 1967

36. Shawnee College - Ullin - 1967

37. College of Lake County - Grayslake - 1967

38. Oakton Community College - Morton Grove - 1969
39. Lewis & Clark Community College - Godfrey - 1969
40. State Community College of East St. Louis - East St. Louis - 1969
41. Richland Community College - Decatur - 1971
42. John Wood Community College - Quincy - 1974

Appendix B

ILLINOIS COMMUNITY COLLEGES

AUDITED OPERATING REVENUES BY SOURCE

	FY1970	FY1975	FY1980
Total Revenues (In millions of dollars)	$130.5	$210.9	$348.5
Local Taxes & Chargebacks	51.1%	37.3%	34.6%
Corporate Replacement Taxes			2.2%
Student Tuition & Fees	10.5%	17.8%	20.2%
ICCB Grants & Other Sources	28.8%	36.5%	35.1%
Vocational Education & Federal	4.5%	4.0%	4.1%
Other Sources	5.1%	4.0%	3.8%

Appendix C

ILLINOIS COMMUNITY COLLEGES

AUDITED OPERATING EXPENDITURES BY FUNCTION

	FY1970	FY1975	FY1980
Total Expenditures (In millions of dollars)	$111.2	$204.2	$328.4
Instruction	59%	57.4%	55.9%
Academic Support	5%	5.0%	4.3%
Student Services	7%	7.5%	7.3%
Public Service	0	.9%	1.0%
Operations & Maintenance	11%	13.1%	14.2%
General Administration & Institutional Support	13%	15.3%	17.0%

Appendix D

ILLINOIS COMMUNITY COLLEGES

AUDITED OPERATING EXPENDITURES BY OBJECT

	FY1970	FY1975	FY1980
Total Expenditures (In millions of dollars)	$111.2	$204.2	$328.4
Salaries & Benefits	68%	75.8%	73.0%
Contractual Services	5%	5.2%	7.2%
Materials & Supplies	6%	5.8%	5.8%
Travel	1%	1.0%	1.0%
Capital Outlay	9%	2.7%	3.6%
Utilities	1%	4.0%	4.8%
Fixed Charges	6%	3.0%	2.4%
Other	2%	2.6%	2.2%

Appendix E

ILLINOIS COMMUNITY COLLEGES

ENROLLMENTS

	Fall 1975	Fall 1977	Fall 1979	Fall 1980
Headcount	315,751	329,778	323,653	359,047
Part-time	68%	71%	75%	71%
Female	50%	54%	55%	57%
Minorities	26%	20%	26%	27%

Appendix F

ILLINOIS COMMUNITY COLLEGES

HEADCOUNT ENROLLMENTS BY CURRICULUM MAJORS

	FY1977	FY1979	FY1980
Total Enrollment	264,586	231,880	265,963
Baccalaureate	38%	39%	38%
Occupational/Career	41%	41%	40%
Redmedial/Developmental	14%	14%	15%
Vocational Skills	5%	4%	4%

Appendix G

ILLINOIS COMMUNITY COLLEGES

HEADCOUNT ENROLLMENTS BY AGE CATEGORY

	FY1975	FY1977	FY1980
Age Groups:			
16 and under	.7%	.7%	1%
17-20	28.7%	30.2%	32%
21-24	17.9%	19.3%	18%
25-30	22.5%	20.1%	18%
31-39	16.4%	15.6%	15%
Over 40	13.8%	14.9%	17%

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